

## **PLS 350: Diplomatic History of the United States**      Provisional syllabus

### **Spring Term:**

**Instructor: Itsuki Kurashina Office: C-17**

**Office Telephone: 018 (886) 5990 E-mail: [ikurashina@aiu.ac.jp](mailto:ikurashina@aiu.ac.jp)**

### **Course Goals**

This course has three primary goals:

1. Provide basic information about the US development to the only superpower in the current world.
2. Improve students' ability to analyze historical documents regarding US foreign relations and to present their analysis in English.
3. Explain what students have learned about the history of US foreign relations and assess their understanding in comparison with other historians' arguments.

### **Course Description**

This course will introduce students to the historical development of US foreign relations since the end of the 19th century. We will explore this process in the contexts of international relations and domestic changes at the political, economic, and social levels. The course also examines continuity and change in US foreign policy, past and present.

### **Classroom Activities**

Basic information will be provided during lectures. Students will be expected to submit three papers analyzing historical documents specified by the lecturer, and to write a final paper based on the lectures and additional reading from the reading materials below.

### **Prior Academic Preparation**

None

### **Evaluation**

Three short papers 60% (20% for each): Students attending have to read three separate documents on US history and write an analysis paper for each document. The paper must not be more than two, double-spaced, A-4 paper. The titles of the documents and the due dates for these papers will be known at the beginning of the semester.

Final Paper 40%: Students are expected to compare their understanding of the US foreign relations based on the lectures with one or more suggested materials provided in

the list below. They are expected to examine their understanding critically. The final paper should be around five, double-spaced, A4 papers.

### **Course Materials**

[To be determined]

### **Course Schedule**

1. **Course Introduction**
2. **Traditional US Foreign Relations – Isolationism and Continentalism**
3. **The Spanish-American War and Its Implications**
4. **Theodore Roosevelt & Woodrow Wilson**
5. **World War I**
6. **US and World War I**
7. **New Images of the 1920s**
8. **The Great Depression and Its Impacts**
9. **Growing International Tensions**
10. **World War II and the US**
11. **US Designs for the Post-WWII World**
12. **Clashes of Interest in Europe**
13. **Clashes of Interest in Other Parts of the World**
14. **Cold War in Europe**
15. **Cold War in Asia**
16. **Relative Stability of the Cold War**
17. **Emergence of the Third World**
18. **US Policy against the Third World**
19. **Vietnam War**
20. **Détente by the United States**
21. **Détente by European Countries**
22. **Collapse of Détente**
23. **Beginning of the Second Cold War**
24. **Growing Tensions in the 1980s**
25. **Soviet Changes and US Responses**
26. **End of the Cold War – US-Soviet Relations**
27. **End of the Cold War – Eastern Europe**
28. **Emerging a New World?**

## **PLS 280 U.S. Political System**

Provisional Syllabus

**Instructor:** Takeshi Akiba

**Office:** C-14

**Office Hours:** TBA

**E-mail Address:** t-akiba@aiu.ac.jp

### **Course Objectives**

By the end of the semester, students should be able to:

- 1) Discuss the roles of key institutions within the U.S. political system and their relationships with each other.
- 2) Discuss how those roles and relationships have developed over time.
- 3) Analyze current issues surrounding those institutions; their strengths and weaknesses.
- 4) Understand how rights are key elements in a functioning democratic political system.

### **Course Description:**

The U.S. has marketed itself to the world as a leader of democracy. How does a democratic political system function? What are its successes and shortcomings? This course introduces the student to the roles of various political institutions and actors in the U.S. political system and considers their influence on democracy. We will study both the formal institutions established by the Constitution (Congress, President, and the Court) as well as institutions that developed informally over time (political parties, interest groups, and mass media).

### **Classroom Activities:**

**Course format:** Lecture-style presentations by the instructor combined with small group discussion and other active learning methods. Audio-visual material will be utilized to facilitate learning. A course blog will be utilized for ongoing exchange of thoughts.

**Assignments:** Please read assigned readings prior to class. There will be several class assignments (written assignments and/or presentations). Details will be announced in class.

**Policies:** Attendance is mandatory. All assignments need to be submitted on time. Exceptions may be made only with approval by the instructor for legitimate reasons.

**Feedback:** You are encouraged to ask questions or provide relevant comments during class. Your feedback is always welcome. Please feel free to contact me via e-mail or visit my office.

### **Prerequisites**

None

### **Evaluation**

Mid-term examination (30%)

Final examination (40%)  
Class assignments (20%)  
Attendance and participation (10%)

### **Course Materials**

**Required:** Milton C. Cummings, Jr. & David Wise, *Democracy Under Pressure: An Introduction to the American Political System* (2006 Election Update, Alternate Edition)

Major References:

Samuel Kernell & Gary C. Jacobson, *The Logic of American Politics*

Video clips from *C-SPAN Classroom*

Additional materials will be distributed in class or placed on reserve at the library.

### **Class Schedule**

*This schedule is tentative and subject to changes and adjustments.*

Week 1

Introduction (course objectives, policies, overview, setting self-evaluation goals)

Week 2

Government and People (Chap. 1)

Democratic government

The Constitutional Framework (Chap. 2)

Drafting the Constitution, plans and compromises

Week 3

The Federal System (Chap. 3)

History and purposes of the federal system

Current issues surrounding federalism

Week 4

Congress (Chap. 12)

Bicameralism (House and Senate)

Legislative process and inter-branch relations

Week 5

Justice (Chap. 15)

The U.S. Supreme Court and Judicial Review

Different eras of the Court and politics

Week 6

Civil Liberties (Chap. 4)

Bill of Rights (with emphasis on the First Amendment)

Week 7

The Struggle for Equal Rights (Chap. 5)

African Americans and Equality

Gender and Equality

Week 8

*Review and Mid-term*

Week 9

The President (Chap. 13)

Roles of the President

Relationship with Congress and the Court

Week 10

Voting Behavior and Elections (Chap.11)

Electoral system

Voting rights and voting behavior

Week 11

Political Parties (Chap. 9)

Role of parties, Two-party system

Political Campaigns and Candidates (Chap.10)

Campaigning and fund-raising

Week 12

Public Opinion (Chap. 6)

Role of public opinion

Public opinion polls and their shortcomings

Week 13

Interest Groups (Chap. 7)

Interest groups and the political process

Case studies

Week 14

The Media and Politics (Chap. 8)

First Amendment, government, and freedom of the press

Privacy, libel, and press privileges

Week 15

*Conclusion and review*

*Final exam*

**AIU Spring Semester 2009**

**Instructor: Dr W Lam**

**PLS360 Modern Chinese Politics and Thought**

**COURSE DESCRIPTION**

This course introduces students to the exciting world of Chinese politics, thought, law, as well as economic and social developments. While the entire post-1949 period will be examined, focus will be put on the “new thinking” after late patriarch Deng Xiaoping inaugurated the reform era in late 1978. The thoughts and policies of leaders including Mao Zedong, Deng Xiaoping, Hu Yaobang, Zhao Ziyang, Jiang Zemin and Hu Jintao will be analyzed. Students will be invited to discuss the achievements and failings of major policies in the 30 years of reform (from 1979/80 to 2008/09). Evaluations will be made of the viability of the so-called “China model” in this age of intensifying globalization. This course will equip students with useful information and conceptual tools for further research on China and East Asia in the fields of politics, law, economics and business.

**DETAILED COURSE OUTLINE**

Session 1. Introduction of the topic and relevant teaching materials, reference books and articles. China’s modernization in the context of Asian modernization. The importance of studying the modern Chinese leadership’s views on politics, law, as well as economic and social development. Brief comparisons between the experience of Chinese and Japanese modernization. Reasons behind the victory of the Chinese Communist Party in the 1940s.

Sessions 2 & 3. An introduction of the seminal political thoughts and policies of Chinese Communist Party leaders ranging from Mao Zedong to the current leaders including Hu Jintao and Wen Jiabao. The significance of the ideas and statecraft of prominent leaders including Deng Xiaoping, Hu Yaobang, Zhao Ziyang and Jiang Zemin will be discussed.

Session 4. Discussion of samples of the seminal speeches and writings of top leaders including Mao Zedong, Deng Xiaoping, Jiang Zemin and Hu Jintao.

Session 5. Unique characteristics of Chinese political institutions: the Chinese Communist Party, the State Council, the National People's Congress and the People's Liberation Army. The party's domination over most aspects of political life. Basic drifts of security and foreign policies.

Sessions 6/7. Major ideas about economic and political reform since Deng Xiaoping unveiled the era of reform and the open door in 1978. The idea of a "socialist market economy with Chinese characteristics." Reasons behind China's accession to the World Trade Organization. Reasons behind the failure of "Western-style reforms" under late party chiefs Hu Yaobang and Zhao Ziyang (through the 1980s). The stagnation of political reform since the Tiananmen Square crackdown of 1989.

Sessions 8/9. Legal modernization from the Cultural Revolution (1966-76) to the turn of the century. The characteristics of the Chinese Constitution. Chinese concept of "rule by law" and "administering the country according to law." The unique traits of the Chinese legal and judicial systems. The party's domination over the courts and the procuratorate (prosecutor's offices).

Session 10. Focus on the current administration under President Hu Jintao and Premier Wen Jiabao. Ideas behind the "scientific theory of development" and other policies initiated by the Hu-Wen leadership. Economic and institutional reforms introduced from 2002 to 2009.

Session 11. Major thought currents among intellectuals and members of the ruling elite. The roles of nationalism and globalization. China's interaction with the world: the impact of the Internet age. The "clash of civilizations" and contemporary China's contribution to the world in terms of ideas and political culture.

Sessions 12/13. Evaluation of the "China model" as licked together through 30 years of reform (1978-2008). Projection of the development of Chinese politics, law and thought into the first few decades of the 21<sup>st</sup> century. Revision of salient points covered by the course.



## **ASSESSMENT**

50% class participation & mid-term essay

50% final exam

## **Course Textbooks/Reference Materials**

Chapters and materials from the following texts will be prescribed for reading/reference. The instructor will also provide supplementary class notes.

John Fairbank & Albert Feuerwerker ed. **The Cambridge History of China, Vol 12 & Vol 13** (Cambridge, U.K.: Cambridge, 1978)

Jonathan Spence, *The Search for Modern China* (New York: W W Norton, 2001)

Orville Schell & David Shambaugh, ed. *The China Reader* (New York: Vintage, 1998)

Tu Wei-ming, ed. *China in Transformation* (Cambridge, Mass: Harvard University Press, 1994)

John K. Fairbank, *The United States and China (Revised Edition)* (Cambridge, Mass: Harvard University Press, 1983)

Willy Wo-Lap Lam, *Chinese Politics in the Hu Jintao Era* (New York: M E Sharpe, 2006)

## SOC345 Minorities in the United States

Provisional syllabus

Instructor: Takeshi Akiba

Office: C-14

Office Hours: TBA

E-mail Address: [t-akiba@aiu.ac.jp](mailto:t-akiba@aiu.ac.jp)

*Note: The content of this course is "Minorities in the United States". Students under the old curriculum will register as HUM340 History and Civilization of Native Americans.*

### Course Objectives

By the end of the course the student should be able to:

- 1) Understand and discuss the conditions of various minorities in the United States
- 2) Explain the historical background / development of the conditions
- 3) Discuss current political and social controversies surrounding minorities

### Course Description

This course seeks to understand both the history and current conditions of minorities in the United States. Particular emphasis will be on racial and ethnic minorities such as African Americans, Asian Americans, and Hispanics. The course will focus on particular *groups* as well as on *issues* surrounding minorities, such as immigration, segregation, and equality.

### Classroom Activities

**Course format:** Lecture-style presentations by the instructor combined with small group discussion, debate and other active learning methods. Audio-visual material will be utilized to facilitate learning. **Assignments:** Read assigned readings prior to class. There will be several class assignments (written and/or oral). Details will be announced in class. **Policies:** Attendance is mandatory. All assignments need to be submitted on time. Exceptions may be made only with approval by the instructor for legitimate reasons. **Feedback:** You are encouraged to ask questions or provide relevant comments during class. Your feedback is always welcome. Please feel free to contact me via e-mail or visit my office.

### Prerequisites

None

### Evaluation

Mid-term examination (30%)

Final examination (40%)

Class assignments (20%)

Participation and attendance (10%)

### **Course Materials**

*Issues in Race and Ethnicity* (CQ Press)—required purchase

Sucheng Chan, *Asian Americans: An Interpretive History*

Mohsen M. Mobasher, Mahmoud Sadri, *Migration, Globalization, and Ethnic Relations: An Interdisciplinary Approach*

*Additional materials will be distributed in class or placed on hold in the library.*

### **Class Schedule**

*This schedule is tentative and subject to changes and adjustments*

#### Week 1 *Introduction*

Introduction to the course

Discussion of experiences

#### Week 2 *Race in America (Chap.2)*

Historical background (slavery, Jim Crow laws)

Current situation

#### Week 3 *School Desegregation (Chap.4)*

Segregation and *Brown*

Subsequent developments, Busing controversy

#### Week 4 *Affirmative Action (Chap. 1)*

Understanding the controversy

Debate session on affirmative action

#### Week 5 *Environmental Justice (Chap. 7)*

Gang Crisis (Chap. 11)

#### Week 6 *American Indians (Chap. 12)*

Historical background

Current issues (self-government, casinos)

#### Week 7 *Review and Mid-term*

- Week 8 Gender—history  
Traditional gender roles  
Suffragists, women’s citizenship
- Week 9 Gender—contemporary issues  
Equal opportunity  
Motherhood and family
- Week 10 Asian Americans—history  
(Excerpts from Sucheng Chan, *Asian Americans: An Interpretive History*)  
Chinese Americans  
Japanese Americans
- Week 11 Asian Americans—contemporary issues  
Equality and race relations (“model minority”)  
Mixed identities (Amerasians, Hapa)
- Week 12 Refugees  
Refugee flows—causes and remedies  
Conditions of refugees in the United States
- Week 13 Illegal Immigration (Chap. 9)  
History of illegal immigration  
Current situation, immigration reform
- Week 14 Latinos’ Future (Chap.10)  
Demographic trends  
Debate session on assimilation
- Week 15 *Conclusion and Review*
- Final Exam

## **SOC365 Chinese Society Today**

Provisional syllabus

### **Spring Term:**

**Instructor: Moriki Ohara, Ph.D. Office:**

**Office Telephone: Email: Moriki\_Ohara@ide.go.jp**

### **Course Objectives**

This class aims to acquire a basic understanding of the present structure of China's market society, both in urban and rural spheres. In order to judge what are China's peculiarity and commonality with other countries, we make an international comparison. In this class, we compare with India, another dynamic country that shares critical commonalities with China in terms the size, complexity, the role in modern world, and so on. In particular, this class will put special emphasis on the industrial development and the role of various social actors to achieve the competitiveness, including state, firms, labors, legal institutions, and else.

### **Course Description**

Every Friday afternoon, we make two sessions. At the first session, I deliver a lecture on the basic framework of the topics and critical points. At second session, students are asked to make a small presentation and discussion on the day's topic. We have about 15 topics (one topic for each week), including, rural-urban gaps, social mobility of people, legal framework, competitive principals in the society, labor protection, educational systems, large firms, small and medium sized firms, social welfare, and so on.

### **Prior Academic Preparation**

None

### **Evaluation**

Two essays of about 2,000 words for each; Class participation will also be assessed.

**SOC375-1: Taiwan Society Today**  
**Spring Term**

Provisional syllabus

**Instructor:** Naoya Yamazaki, Ph.D.

**Office:** C-13

**Office Telephone:** 5882

**E-mail:** [yama708@aiu.ac.jp](mailto:yama708@aiu.ac.jp)

**URL:** <http://www.yamazakinaoya.com/>

**Course Objectives**

The objectives of the course are:

1. to understand basic characteristics of Taiwan society
2. to be familiar with kinds of information sources to study today's Taiwan Society

**Course Description**

Taiwan is a small but highly significant nation because of its political significance to peace and stability in East Asia and role in the global economy. Student will learn the basic characteristics of Taiwan society through discussing such topics as:

- (1) 2 major elections in 2008
- (2) Political democratization
- (3) The issue of national identity
- (4) Cultural diversity in a multi-ethnic society
- (5) Education as a channel of political socialization
- (6) Cross-strait relations (Taiwan-China relations)

**Classroom Activities**

The Instructor and students read articles on Taiwan society. The instructor explains important concepts and raise questions for students to answer. The instructor also introduces kinds of information sources to understand today's Taiwan society such as newspapers, magazines and websites, so that students can make an individual or group presentation at the late stage of the course.

**Prerequisite**

None

**Evaluation**

Individual or Group Presentation	30%
Test	70%

### **Course Materials**

Materials will be distributed by the instructor.

### **Course Schedule**

*The class schedule is in preparation.*

## **ECN395 : U.S. Business and Economic policy**

**2009 Spring Semester:**

**Tuesday & Thursday 14:00 – 15:30**

**Instructor: Michio Katsumata**

**Office: Director of Library**

**Office Telephone: 5885 E-mail: Katsumata@aiu.ac.jp**

### **Course Goals**

This course aims to train students to:

- (1) Understand the inter-relationship between business, public policy, and society in the U.S.
- (2) Study how government at all levels – local, state, national, as well as international – influences business activities through regulation, legislation, taxation, and spending budget.
- (3) Learn about the importance of social responsibility and ethical principles in business
- (4) Discuss about pros and cons of business activities and public policies to get deeper insight of both local and global economies.

### **Course Description**

The course offers an overview of three closely related institutions -- business, government and society -- in the United States. The U.S. has been well-known as the experimental laboratory of capitalism since its birth, and its businesses have developed and cherished to the most advanced level in the world to lead the global economy. As a result, societal concerns about the economic and social performance of big companies are growing today, and critics of business and business system seek and demand the intervention of government in order to control and restrict business activity. Thus the primary focus of the course is to examine many actual cases of the interaction between business, public policy, and society.

### **Classroom Activities**

After the orientation/introduction, students are expected from the second week to read the textbook before the class begins. The class usually starts with some students' oral presentation on the topic assigned by the previous class and all students are highly encouraged to participate in the discussion following the topic.

**Prerequisites:** Basic knowledge of economics and U.S. history

**Credits: 3**

### **Evaluation**

- |                                           |     |
|-------------------------------------------|-----|
| (1) Class attendance and Participation    | 40% |
| (2) Oral presentations                    | 10% |
| (3) Mid-term report (3 pages. By June 11) | 20% |
| (4) Final report (5 pages. By July 31)    | 30% |



### **Class Materials**

The class will closely follow the textbook:

Lawrence M. Lesser “Business, public Policy, and Society, Second edition” Thomson Corp., 2006

But other materials such as newspaper and magazine articles are to be delivered in each class.

The websites of companies and governmental organizations should also be checked frequently.

### **Class Schedule ( 1 class: 90 minutes )**

- 1 (4.09) Orientation ( Textbook Chapter 1~20 )**  
Class orientation: How to use the text and other materials  
Class management: Discussion and oral presentation
- 2 (4.14) Introduction ( Ch. 1 )**  
Interaction between business, public policy, and society  
Who are the leading critics of business?
- 3 (4.16) Business & Social Responsibility ( Ch. 2 )**  
Corporate Social Responsibility (CSR)  
Shareholders and stakeholders
- 4 (4.21) Development of CSR ( Ch. 2 )**  
Volunteerism and philanthropy  
Global standards and CERES principles
- 5 (4.23) Business Ethics ( Ch. 3 )**  
Recent corporate scandals and ethical issues  
Definition of ethics
- 6 (4.28) Business Ethics Programs ( Ch. 3 )**  
Management and leadership  
Whistle-blowing
- 7 (5.12) The Government Environment ( Ch. 4 )**  
Government and public policy  
Sources of power and protection of freedoms
- 8 (5.14) Private Sector vs. Public Sector ( Ch. 4 )**  
Clashing goals and philosophies  
Similarities: Managing human resources

- 9 (5.19) Business & Public policy ( Ch. 5 )**  
 The evolution of public policy  
 Stages of public policy process
- 10 (5.21) Structure of Decision-making ( Ch. 5 )**  
 Iron triangles: role of lobbyists  
 Issue management
- 11 (5.26) The Global Business Environment ( Ch. 6 )**  
 The foundations of international business and trade  
 Trade negotiations and agreement
- 12 (5.28) U.S. Trade Policy ( Ch. 7 )**  
 Trade functions of the U.S. government  
 Export promotion and subsidies
- 13 (6.02) International Competitiveness ( Ch. 8 )**  
 Arguments for and against government intervention  
 America's Cold War obstacles
- 14 (6.04) Overview of Regulation ( Ch. 9 )**  
 How regulation developed in the U.S.  
 Regulatory reform
- 15 (6.09) Economic Regulation ( Ch. 10 )**  
 Against monopolies, anticompetitive behaviors  
 Case studies: GE, Microsoft
- 16 (6.11) Business and the Environment ( Ch. 11 )**  
 How nations cooperate environmental management  
 Business strategy and environmental rules
- <<Mid-term report by June 11>>
- 17 (6.16) Business Response to Environmental Concerns ( Ch. 12 )**  
 Greening of American corporations  
 Pollution prevention: New business opportunities
- 18 (6.18) Business, Employee, and the Workplace ( Ch. 13 )**  
 Obesity in the workplace  
 Employer compliance
- 19 (6.23) Workplace Issues for the 21<sup>st</sup> Century ( Ch. 14 )**  
 Discrimination, affirmative action, glass ceiling  
 Pension, executive compensation

- 20 (6.25) Managing Government Affairs ( Ch. 15 )**  
Corporate involvement with government  
The functions of trade and professional associations
- 21 (6.30) Lobbying and Campaign Finance ( Ch. 16 )**  
The origins and purposes of lobbying  
How businesses lobby and make campaign contribution legally
- 22 (7.02) Information Technology and Government Resources ( Ch. 17 )**  
The history of Internet and WWW  
Impact of IT Revolution on government and businesses
- 23 (7.07) Corporate Governance ( Ch. 18 )**  
Restructuring of business system and corporate control  
Management strategies responding to shareholder activism
- 24 (7.09) Sources of Government Financing ( Ch. 19, 20 )**  
U.S. government investment in Research and Development  
Government procurement, bailouts, and ownership
- 25 (7.14) Conclusion & Review**

<< Final report by July 16 >>

## **PLS 390: U.S. Foreign Relations**

Provisional syllabus

**Spring Term:**

**Instructor: Itsuki Kurashina Office: C-17**

**Office Telephone: 018 (886) 5990 E-mail: [ikurashina@aiu.ac.jp](mailto:ikurashina@aiu.ac.jp)**

### **Course Goals**

This course has three primary goals:

1. The students will acquire basic information about various factors, foreign and domestic, which influence US foreign policy.
2. The students will understand the process of foreign policy making in the US government.
3. The students will become accustomed to a seminar-style course.

### **Course Description**

After the Cold War, the United States became the only superpower. This class will provide the proper understanding of the theory and practice of US diplomacy so that students can learn how foreign policy is made in the United States. The lectures will focus on the international and domestic factors that influence US foreign policy making.

### **Classroom Activities**

Material will be presented in a combination of lectures and seminar style discussions. First, the lecturer explains the important points and discusses the assigned issue. In the next class, the issue is discussed in a seminar format. Students are requested to play the roles of presenters and discussants. They are also expected to submit a research paper on the given issues at the end of the semester. Some guest speakers are expected during the course.

### **Prerequisites**

None

### **Evaluation**

Presentation in Seminar 20%: All students are expected to make at least one presentation on an assigned issue based on his/her reading of the textbook and the lecturer's explanation in previous class.

Discussant in Seminar 10%: All students are required to play the role of discussant at least once during the semester.

### Participation in Seminar Discussion 20%

Two Response Papers 20% (10 for each): Students are required to submit two short papers, each no more than one, double-spaced, A4 paper in length which summarizes their reaction to the discussion in one seminar section. A response paper should be submitted one week after the discussion in a seminar section.

Reaction papers to Guest Speakers 10%: Students are to express their opinions regarding guest speakers' lectures in a short paper of no more than two double-spaced, A4 pages. The paper is due one week after the lecture.

Research Paper 20%: Based on the knowledge of various determinants of US foreign policy, students are expected to provide their explanations of the reason why the United States started the war against Iraq in 2003. The research paper should be around five double-spaced, A4 pages in length.

### **Course Materials**

Textbook: Eugene R. Wittkopf, Charles W. Kegley, Jr., & James M. Scott, *American Foreign Policy: Pattern and Process*, 6th edition. Belmont, CA: Wadsworth/Thomson Learning, 2003. Following materials are suggested as basic readings for students interested in U.S. foreign policy:

1. Graham Allison & Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*, 2nd edition. New York: Longman, 1999.
2. G. John Ikenberry, ed., *American Foreign Policy: Theoretical Essays*, 5th edition. New York: Pearson Longman, 2005.
3. Kenneth N. Waltz, *Theory of International Politics*. Boston: McGraw Hill, 1979.
4. Robert O. Keohane & Joseph S. Nye, Jr., *Power and Interdependence*, 3rd edition. New York: Longman, 2001.

### **Course Schedule**

#### **1. Course Introduction**

#### **2. Pattern and Process in American Foreign Policy**

Required: *American Foreign Policy*, pp. 14-22 (8 pages)

#### **3. Historical Development of US Foreign Policy**

Required: *American Foreign Policy*, pp. 25-72 (47 pages)

#### **4. Seminar on Historical Development of US Foreign Policy**

#### **5. US Military Might and Interventionism**

Required: *American Foreign Policy*, pp. 73-108 (35 pages)

#### **6. Seminar on US Military Might and Interventionism**

7. **Covert Activities, Foreign Aid, Sanctions, and Public Diplomacy as Foreign Policy Instruments**  
Required: *American Foreign Policy*, pp. 109-146 (37 pages)
8. **Seminar on Covert Activities, Foreign Aid, Sanctions, and Public Diplomacy as Foreign Policy Instruments**
9. **Lecture by Outside Speaker: Mr. Frank Januzzi**
10. **International Political System in Transition**  
Required: *American Foreign Policy*, pp. 149-198 (49 pages)
11. **Seminar on International Political System in Transition**
12. **Lecture by Outside Speaker: Mr. Takashi Koyama**
13. **The World Political Economy in Transition**  
Required: *American Foreign Policy*, pp. 199-238 (39 pages)
14. **Seminar on World Political Economy in Transition**
15. **US Political Culture and Public Opinion in Foreign Policy**  
Required: *American Foreign Policy*, pp. 241-277 (36 pages)
16. **Seminar on US Political Culture and Public Opinion in Foreign Policy**
17. **Interest Groups, Mass Media, and Presidential Elections**  
Required: *American Foreign Policy*, pp. 278-318 (40 pages)
18. **Seminar on Interest Groups, Mass Media, and Presidential Elections**
19. **Presidential Leadership in Foreign Policy Making**  
Required: *American Foreign Policy*, pp. 321-358 (37 pages)
20. **Seminar on Presidential Leadership in Foreign Policy Making**
21. **The Foreign Policy Bureaucracy and Foreign Policy Making**  
Required: *American Foreign Policy*, pp. 359-402 (43 pages)
22. **Seminar on Foreign Policy Bureaucracy and Foreign Policy Making**
23. **The Congress and Foreign Policy Making**  
Required: *American Foreign Policy*, pp. 403-444 (41 pages)
24. **Seminar on the Congress and Foreign Policy Making**
25. **The Process of Decision Making**  
Required: *American Foreign Policy*, pp. 447-482 (35 pages)
26. **Seminar on the Process of Decision Making**
27. **Leader Characteristics and Foreign Policy Performance**  
Required: *American Foreign Policy*, pp. 485-514 (39 pages)
28. **Seminar on Leader Characteristics and Foreign Policy Performance**

**CHN250 CHINESE III** (2 credit hours) Provisional syllabus

Instructor: Feng CHEN

Office hours; M, W 13:00-15-00

Email: [chen@aiu.ac.jp](mailto:chen@aiu.ac.jp)

Office: B1

Semesters: Spring, Fall

**DESCRIPTION:** This course is for students who have completed CHINESE II or have a similar level of proficiency as students who completed CHINESE II, and who wish to improve their Chinese language communication skills. The aim of this course is to continue building student's integrated foundations in Chinese language, such as grammatical rules, vocabulary and expressions, and to help students to improve their communication skills. In this class students can also have more opportunities than in CHINESE I to practice speaking Chinese by talking about various topics. To keep monitor progress in Chinese language study, tests will be given about once a month.

**OBJECTIVES:** By the end of the course students are expected to:

1. Raise their language competency level to an intermediate level.
2. Master more rules of basic grammar and expressions.
3. Know about 1000 words, phrases, and sentences in Chinese.
4. Develop basic communication skills in Chinese.
5. Be able to converse on numerous topics with Chinese people.

**STUDY MATERIALS:**

To be announced.

**ASSESSMENT:**

Evaluation will be made on basis of final exam (40%), tests (30%), and homework (30%).

**ACADEMIC PREPARATION:** Before enrolling in this course, students should have successfully completed CHINESE II or have studied Chinese language for no less than 100 hours.

**COURSE FORMAT AND ACTIVITIES:**

There are two 100-minute classes a week. Generally, the first class of the week is arranged for lecture and the other for students for making short speeches in Chinese and practicing dictation.

To further support students, private instruction will be available after class once a

week. This instruction is specially aimed at correcting students' pronunciations, reviewing students' course work, and improving students' Chinese listening and speaking capability.

**SCHEDULE:**

- <Week1> S-P construction as the subject of a sentence, etc.
- <Week2> Revision of language points
- <Week3> Pivotal sentence
- <Week4> Enumeration of cardinal numbers above 100, etc.
- <Week5> Seentence with verbal construction in series (2), etc.
- <Week6> Modal particle 了 indicating changes in situation or state, etc.
- <Week7> Revision of language points
- <Week8> Potential complement, etc.
- <Week9> Pivotal sentence without a subject, etc.
- <Week10> 更 and 最 for comparison, etc.
- <Week11> Revision of language points
- <Week12> Sentence showing existence, emergence or disappearance, etc.
- <Week13> Extended uses of interrogatives, etc.
- <Week14> Sentence passives in tense, etc.
- <Week15> Final exam



## Korean Language II (2 credits 4hours)

Provisional syllabus

Instructor: Hi-Gyung BYUN 변희경

Office hours: Tue & Wed 3pm-5pm

Office: A17

Email: [byun@aiu.ac.jp](mailto:byun@aiu.ac.jp)

Phone: 018-886-5973

### DESCRIPTION

This is an elementary-intermediate conversation course. This course is designed for students who have completed Korean Language I or Korean Language II or the equivalent level of proficiency. The aim of this course is to develop necessary communicative skills in practical everyday situations, such as personal, social and academic situations. Through this course students will be able to express their thoughts and feelings to some extent and will be able to gain self confidence in communicating with native speakers. As this course focuses on conversation in Korean, students will be expected to actively participate in the class activities. All classes will be conducted in Korean.

### OBJECTIVES

By the end of the course students are expected to:

- 1 develop necessary communication skills in Korean.
- 2 build a solid foundation for further study.
- 3 improve pronunciation and speaking skills.
- 4 improve writing skills.

### STUDY MATERIALS

<Textbook> Seoul National University Language Research Institute, *KOREAN 2 한국어 2* (Green Book) Seoul: Moonjinmedia, 2003 (2<sup>nd</sup> edition), ISBN 89-539-0225-8. Because of some importation difficulties, this book could not be placed at book store. This is available at <http://item.rakuten.co.jp/hiroba/10002616/>. 3020yen (including tax but excluding shipping cost). You can also buy it in the classroom on the first day at the same price.

### ASSESSMENT

- |                       |                                 |
|-----------------------|---------------------------------|
| 1 Class participation | 28% (1point×28classes=28points) |
| 2 Homework assignment | 26% (1point×26classes=26points) |
| 3 Bi-weekly quiz      | 21% (3points×7times=21points)   |
| 4 Final exam          | 25% (25points)                  |

## ACADEMIC PREPARATION

Students should have finished Korean Language I or have an ability equivalent to it.

## COURSE FORMAT AND ACTIVITIES

(1) The class will be structured along with the textbook. Students are assigned to do an exercise section of each lesson due to next class. At the end of each class the instructor will hand out a script which has some Korean sentences and/or words that have been learned that class. Students read the script 5times and record all their voice, and submit it to the instructor at the beginning of next class.

(2) There will be 7 bi-weekly quizzes during the course and a final examination at the end of the course. Bi-weekly quizzes will cover the lesson studied during those two weeks and the final examination will be comprehensive. There will be no interim examination.

## POLICIES

### • Class policy

(1) Learning a language should be a fun activity. Instructor will try to make class easy and enjoyable as possible. In turn, students are required to do their part-attending class, doing homework. Also, students' participation is very important to make class fun. Be active!

(2) The instructor will speak Korean all the time. Students are also required to speak Korean only during class.

(3) Be on time for class. Quizzes will be given during the first 10-15 minutes of class. So if you are late, you may miss your only opportunity to take the quiz.

### • Assignment policy

(1) There will be two kinds of homework assignments, exercise and recording homework for every class, which will be due the next class (no assignment for the first week) and writing homework about twice a month.

(2) Insufficient exercise homework will be considered as a half point.

(3) Late recording homework will be accepted up to the next classes after they are due. However be aware that 50% of the assignment grade will be deducted if handed in more than two class periods after the due date.

### • Assessment policy

(1) Attendance is an essential part in this course. If a student is absent 5times and more without any prior notice, his/her grade will be drop one full letter grade (A→B). Late arrival by 10 minutes or more after 12:10pm shall be considered tardy. Three instances

of tardy will be counted as one instance of absence.

(2) At the discretion of the instructor, make up quizzes and exam will be given in cases of documented illnesses and/or emergencies.

(3) There will be no curve applied in the final grade evaluation. You are going to be evaluated by the scale of achievement points regardless of where you are ranked in the class.

## **SCHEDULE**

The weekly schedule can be changed depending on students' understanding

### **<Week 1>**

Review, self-introduction 자기소개

Lesson1 I am happy to meet you. 여러분을 알게 되어 기쁩니다.

### **<Week 2>**

Lesson2 I couldn't come because of a cold. 감기 때문에 결석했어요.

Lesson3 How long will it take if I send them by ship? 배로 보내면 얼마나 걸립니까?

### **<Week 3> Quiz1**

Lesson4 Do you know how to read Korean? 한글을 읽을 줄 알아요?

Lesson5 Please don't hang up and wait. 끝지 말고 기다리세요.

### **<Week 4>**

Lesson6 That book seems too difficult. 그 책은 너무 어려운 것 같아요.

### **<Week 5> Quiz2**

Lesson7 It is the biggest market in Seoul. 서울에서 제일 큰 시장이에요.

Lesson8 Do you know where the classroom is? 교실이 어디인지 아세요?

### **<Week 6>**

Lesson9 I came to register for the Korean language class. 한국어 반에 등록을 하려고 왔어요.

Lesson10 We should eat Tteokguk on New Year's Day morning. 설날 아침에는 떡국을 먹어야 돼요.

### **<Week 7> Quiz3**

Lesson11 I still can't make a long conversation. 아직도 이야기를 길게 못 해요

### **<Week 8>**

Lesson12 What should I do to go to the Jeil bookstore? 제일서점에 가려면 어떻게 해야 돼요?

Lesson13 Wasn't it difficult to find my place? 집 찾기가 어려웠지요?

### **<Week 9> Quiz4**

Lesson14 It has already been five months since I came to Korea. 한국에 온 지 벌써

다섯 달이 되었습니다.

Lesson15 I will cut the price so please come again next time. 깎아 드릴 테니까 다음에 또 오세요.

**<Week 10>**

Lesson16 Go straight along this street and use the underpass. 똑바로 가다가 지하도를 건너가세요.

Lesson17 Please take our order. 여기 주문 좀 받으세요.

**<Week 11> Quiz5**

Lesson18 Please explain more in detail about the exam. 시험에 대해 자세히 설명해 주세요.

Lesson19 What do you do in your free time? 시간이 나면 뭘 해요?

**<Week 12>**

Lesson20 I would like to book a flight to London. 런던 가는 비행기표를 예약하고 싶은데요.

Lesson21 Please pay the bus fare for me. 대신 버스 요금을 좀 내 주세요.

**<Week 13> Quiz6**

Lesson22 It will be difficult to catch a taxi, what should we do? 택시 잡기가 힘들 텐데 어떻게 하지요?

Lesson23 She looks very much like your mother. 여동생이 어머니를 많이 닮았네요.

**<Week 14>**

Lesson24 I am going to take a nap after I finish all of the cleaning. 청소를 다 하고 나서 낮잠이나 자려고 해요.

Lesson25 This road is much less crowded. 이쪽 길이 훨씬 덜 복잡해요.

**<Week 15> Quiz7**

Lesson26 Have you ever seen a Ssireum match? 씨름 경기를 본 적이 있어요?

Lesson27 Please show me the clothes hanging over there. 저기 걸려 있는 옷을 보여주세요.

**Final exam**

## **RUS300 Russian III**

Pyotr Tumarkin

### **Course description**

This is an elementary Russian course for beginners, mostly college and university students, giving working knowledge of the fundamentals of Russian.

The course consists of the following parts.

1. Introductory course (Russian 1), printings
2. Main course (**Russian 2, 3**) based mostly on beginners' courses in Russian for English-speaking learners.

### **Course objectives**

During the course students will acquire the following language and communication skills:

- communicating on the essential aspects of everyday life (meeting people, talking about oneself, shopping and getting around the city, travelling, etc.)
- read and retell simple texts, prepare oral or written reports on given topics;
- read with a dictionary and translate more difficult texts
- learn about 700 Russian words
- get some knowledge on essential aspects of communicating with the Russians (manners and etiquette, mentality etc.)

The course also gives commentary on Russia, its history and culture, Russian traditions, way of life etc.

### **Course schedule** (this is tentative and subject to change)

Introduction course: Russian 1. Week 1 – 15. Phonetics, writing, basic grammar constructions and conversational speech clichés, etc.

Main course: **Russian 2, 3**. Continued from Russian 1.

Further studying of grammar and vocabulary, acquiring basic skills in speaking, listening, reading and writing.

Russian 2. Week 15 – 30.

Russian 3 Week 30 – 45.

### **Attendance Policy**

Attendance is important in this course, since most of the learning will take place in

teacher-students intercourse, pattern drill and working in pairs or small groups.

### **Evaluation**

Attendance: 30%

Small tests, oral or written: 40%

Semester-end test: 30%

### **Texts and other materials**

#### ① Main texts

1. Teacher's printings
2. Yu. Ovsienko. Russian for Beginners. Moscow, 2004 (copies).

#### ② Additional materials

1. N. Karavanova. A Course in Conversational Russian. Moscow, 2002 (copies).
2. P.トマルキン。ロシア人とのコミュニケーションの基本。ロシア語学習者のための参考書。筑波大学外国語センター、2006.
3. マルガリータ富田。ロシア人・生まれてから死ぬまで。ユーラシア・ブックレット№44。東洋書店、2004.

## **ECN435: East Asia Political Economy**

### **Spring Terms**

**Instructor: Tsukasa Shibuya**

**Email: tsukasa\_shibuya@yahoo.co.jp**

**Office Hours: a.m.9:30-10:30 on Friday**

### **Course Goals**

Students will become well-equipped to pursue higher-level social sciences courses related to East Asia. Students will be introduced to the political and economic structures of East Asian countries, particularly the ideas and institutions behind the rise of China, Japan, South Korea and Taiwan. They will also become acquainted with the methodology of independent research in political economy.

### **Course Description**

This is a survey course on the political and economic structures and policies – of East Asian countries and regions, including Greater China (China, Taiwan, Hong Kong), Japan, and South Korea. These countries' distinctive political, legal and economic characteristics will be analyzed.

Full attention will be paid to their industrialization and modernization after World War II. Diplomatic relations among these important East Asian players, as well as their interaction with the U.S. will be discussed. The course will also touch on, though not in detail, social and cultural issues, as well as the role of the civil society, in these countries and regions. Comparisons will be made between the Chinese, Japanese and South Korean models of development.

### **Class Activities**

Lectures by the instructor are given in the first half of the class; presentations by students are made in the latter half. Presentations are required in turn. Discussion among students will be held.

### **Prior Academic Preparation**

None

### **Course Materials**

Chapters and parts of the following textbooks will be prescribed for reading/reference.

- Kenneth B. Pyle, *Japan Rising* (New York: Public Affairs, 2007)
- Robert G. Sutter, *China's Rise in Asia: Promises and Perils* (Maryland: Rowman & Littlefield Pub Inc, 2005)

### **Evaluation**

Each presentation will be assessed (30%); plus final examination (40%). Class

participation will also be assessed (30%).

**Course Schedule [week by week]**

1. Introductory concepts about social science
2. The historical war between Japan and China
3. Modern Chinese history (1) (From the Opium War to the Sino-Japanese War)
4. Modern Chinese history (2) (From the Japanese-Chinese War to World war II )
5. Modern Chinese history (3) (the Korean War)
6. Modern Chinese History (4) (From the First Taiwan Straits Crisis to the Sino-Vietnam War)
7. Capitalism and Socialism
8. Economic development in East Asia
9. Today's economy of East Asia
10. The comparative study between Taiwan and the Korean Peninsula
11. Taiwan
12. South Korea
13. North Korea
14. Okinawa
15. Final Examination



## **PLS400 North American Regional Relations**

Provisional Syllabus

Instructor: Takashi Tajima

Email: [ttajima@s02.itscom.net](mailto:ttajima@s02.itscom.net)

[ttajima@aiu.ac.jp](mailto:ttajima@aiu.ac.jp)

### Course Goals

Class participants will firstly learn the recent development of regional relations in the world, secondly the historical development of bilateral relations between US and Canada, and between US and Mexico respectively. Then thirdly, students will learn the background and development of the North American trilateral cooperative relations among US, Canada, and Mexico in recent years focusing on the conclusion and effect of the North American Free Trade Agreement (NAFTA). Through these studies students will also be able to understand the meaning of regional relations in the days of globalization and the deepened interdependence in the international community.

### Course Description

This is a North American Studies course in Global Studies Program in Advanced Education. Instructor, who has a variety of experiences in the international affairs for more than forty years through the services at the Japanese Missions in many countries in North America, Europe and Asia, will introduce the class in a series of lectures not only to the academic aspects but also various pragmatic aspects of the themes.

### Classroom Activities

Students will receive lectures, be given assignment of home works, and be tested on what were lectured.

### Prior Academic Preparation

No prior academic preparation is required. However, it is recommended to read some relevant books beforehand.

### Evaluation

Participation in class discussions	20%
Assignment of home works	30%
Final examination	50%

### Reference Books

Shinpan Shiryo ga kataru Kanada : Nippon Kanada Gakkai Hen, Yuhikaku, 2008

Canada: John Saywell, Stoddart, 1994  
Kanada wo shirutameno 60shou : Tsuneo Ayabe & Masako Iida, Akashi Shoten, 2003  
Kanada no Nashonarizumu: Ramsay Cook, Sankosha, 1994  
Kanada: Yutaka Takenaka, Sairyuusha, 2000  
Canada and The United States: John Herd Thompson and Stephen J. Randall,  
The University of Georgia Press, 2002  
Mexico and The United States: W. Dirk Raat, The University of Georgia Press, 2004  
Kokusaijosei no Bunseki②, Takashi Tajima & others, Kashima Heiwa Kenkyujo, 2004  
RatenAmerika Gendaishi III, Hisanori Hutamura, & others, Yamakawa Shuppansha, 2006  
Beisyu niokeru Rijonarizumu to FTA, Teruo Hosono, Kobe Dai Keizai Keiei Kenkyujo, 2001  
Kanada Amerika Kankeishi, Daizo Sakurada, Akashi Shoten, 2006  
Mekisiko Gendaishi: Yasuhisa Suzuki, Akashi Shoten, 2003  
Mekishiko-shi, Francois Weymuller, translated by Hidefuji Someta, Hakusuisha, 1999

## **PLS410-1: China's Foreign Policy**

Provisional syllabus

**Spring Term**

**Instructor: Norihito Mizuno, Ph.D.**

**Office: C10**

**#Office Phone: 5975**

**Email: nmizuno@aiu.ac.jp**

### **Course Objectives**

PLS380-1 is a survey course of China's foreign policy, and students are expected to:

1. Grasp the historical developments and transformations of China's foreign policy from the dynastic period until recent years.
2. Deepen her/his understanding of various factors which have shaped and changed China's foreign policy.
3. Be able to discuss various contemporary issues related to China's foreign policy.

### **Course Description**

The course will focus on and discuss the following themes:

1. China's traditional worldview and foreign policy and relations before the 1840s
  2. China's foreign policy from the 1840s until 1949
  3. China's foreign policy from 1949 until the early 1990s
  4. China's foreign policy since the early 1990s and current issues
- \*Students enrolled in this course ideally have basic knowledge of modern Chinese history.

### **Classroom Activities**

1. This is a lecture/discussion course.
2. Student is expected to attend every meeting.
3. Students come to class on time
4. Student is required to make presentations on her/his term papers.
5. Student is also expected to raise questions and participate in class discussion actively.
6. Videos may be shown to help student's understanding of the course.

### **Prerequisites**

None

### **Evaluation**

1. Examinations (25% + 25% = 50%): Midterm and final examinations, based on lectures and the assigned readings. A Study guide will be provided approximately one week before each exam.
2. Chapter Review (written 15% + oral 5% = 20%): Students will pick up one chapter from the textbook, China Rising, to review. Instructions will be given later.
3. Reading Comprehension Assignments (5% x 2 = 10%) Students will submit their answers to questions given by the instructor on reading assignments twice. Instructions will be given later.
4. Attendance/Participation (5% + 15% = 20%): Attendance will be irregularly taken.

Students are expected to speak out actively. Silence would never contribute to your participation grade.

\*Some chances to earn extra points may be given.

### **Course Materials**

Deng, Yong ed. China Rising: Power and Motivation in Chinese Foreign Policy. #ISBN: 9780742528925. (hereafter CR)

Additional reading materials will be given in class in advance.

### **Course Schedule**

Week 1

I. Course Introduction

Week 2

II. What is Foreign Policy?; What Makes Foreign Policy?

II. Traditional Chinese Worldview and Diplomatic Institution

Reading: some chapters from John King Fairbank, The Chinese World Order.

Week 3:

III. Traditional Chinese Foreign Policy: Case Study 1

IV. Traditional Chinese Foreign Policy: Case Study 2

Reading: some chapters from John King Fairbank, The Chinese World Order.

Week 4

V. Western Impact & Chinese Foreign Policy 1

Week 5

VI. Western Impact & Chinese Foreign Policy 2

VII. Chinese Foreign Policy during the RC Period (1910s-20s)

Reading: some chapters from Warren Cohen, East Asia at the Center.

**\*Midterm Study Guide**

Week 6

VIII. Chinese Foreign Policy during the PR Period (1930s)

IX. Chinese Foreign Policy during the RC Period (1940s)

Reading: some chapters from Warren Cohen, East Asia at the Center.

Week 7

**Midterm Examination**

Movie (Biography – Mao Tse Tung)

Week 8

X. PRC's Foreign Policy (1949-early 1950s)

XI. PRC's Foreign Policy (mid 1950s – early 1960s)

Reading: some chapters from Immanuel Hsu, The Rise of Modern China.

Week 9

XII. PRC's Foreign Policy during the Great Cultural Revolution

XIII. PRC's Foreign Policy (1976-1980s)

Reading: some chapters from Immanuel Hsu, The Rise of Modern China.

Week 10

XIV. CR: Introduction

XV. CR: Beijing's Incentive Structure

Week 11

XVI. CR: "International Status" in Chinese Foreign Policy

XVII. CR: National Image Building and Chinese Foreign Policy

Week 12

XVIII. CR: Nationalism and Chinese Foreign Policy

XIX. CR: Chinese Foreign Policy in the Age of Globalization

Week 13

XX. CR: China's Multilateral Diplomacy in the New Millennium

XXI. CR: China's US Policies

Week 14

XXII. CR: Beijing's Policy toward Taiwan during the Reform Era

XXIII. CR: Democracy and Human Rights in Chinese Foreign Policy

**\*Final Study Guide**

Week 15

XXIV. CR: Terrorism and Chinese Foreign Policy

XXV. China's Japan Policies

**Final Examination**

**LAW 440: International Law**

**Spring Term**

**Instructor: Tetsuya Toyoda**

**Office : C16**

**E-mail: toyoda@aiu.ac.jp**

**Course Goals**

This course has two primary goals:

1. Students acquire a minimum literacy in the language of international law, with knowledge of basic vocabulary and concepts.
2. Students become able to present their own opinions on issues of international law in their own words.

**Course Description**

Students will foster communication skills in legal language through their participation in the classroom discussion and group work. Students are expected to learn by themselves at home. The class activities are to improve presentation and discussion skills, stimulate reflections and clear up misunderstandings.

**Class Activities**

Four types of activities.

- 1) Questions and class discussions based on assigned reading  
Carefully read in advance assigned pages of the textbook or other materials.
- 2) Textbook presentations  
Oral presentations based on the textbook.
- 3) Case reports  
Presentations based on analytical reading of decisions of the ICJ and WTO.
- 4) Moot Court  
Divided in two teams, students will present legal arguments on a moot case.

**Prior Academic Preparation**

None.

**Evaluation**

Textbook presentations and participation to class discussions: 15%	
Comprehension Quizzes: 10%	Midterm Exam: 10%
In-class essay tests: 20%	Case report: 15%
Participation to the moot court: 10%	Final Exam: 20%

**Course Materials**

Antonio Cassese, *International Law*, 2nd ed., Oxford UP, 2005 and Internet resources.

**Course Schedule (subject to changes, in function of number of students)**

**I. INTRODUCTION**

1. Course Introduction

**II. ORIGINS AND FOUNDATIONS OF THE INTERNATIONAL COMMUNITY**

2. The Main Legal Features

Required: Cassese, pp. 3-21.

3. The Historical Evolution

Required: Cassese, pp. 22-45.

4. Fundamental Principles

Required: Cassese, pp. 46-68.

5. Midterm Exam

**III. LEGAL SUBJECTS**

6. States

Required: Cassese, pp. 71-80.

7. The Spatial Dimension of State Activities

Required: Cassese, pp. 81-97.

8. Limitations on State Sovereignty

Required: Cassese, pp. 98-123.

9. Legal Subjects other than States

Required: Cassese, pp. 124-150.

10. In-class essay exam #1

#### **IV. LAW-MAKING AND COMPLIANCE IN INTERNATIONAL LAW**

11. International Law-Making: Customs

Required: Cassese, pp. 153-169.

12. International Law-Making: Treaties

Required: Cassese, p. 170-182.

13. Other Law-Making Processes

Required: Cassese, pp. 183-197.

14. Jus Cogens? [Student presentations]

Required: Cassese, pp. 198-212.

15. International Law in Municipal Legal Orders [Student presentations]

Required: Cassese, pp. 213-237.

16. International Responsibility of States [Student presentations]

Required: Cassese, pp. 241-277.

17. Dispute Settlement [Student presentations]

Required: Cassese, pp. 278-295.

18. Enforcement in International Law [Student presentations]

Required: Cassese, pp. 296-313.

19. In-class essay exam #2

#### **V. INTERNATIONAL LAW CASES**

20. Presumption of Sovereign Freedom [Student presentations]

Lotus Case, PCIJ Judgment, 1927

Nuclear Weapons Case, ICJ Advisory Opinion, 1996

21. Formation of Customary International Law [Student presentations]

Asylum Case, ICJ Judgment, 1950



North Sea Continental Shelf Case, ICJ Judgment, 1969

22. Obligations *Erga Omnes* [student presentations]

East Timor Case, ICJ Judgment, 1995

Wall Case, ICJ Advisory Opinion, 2004

23. State Responsibility [Student presentations]

Nicaragua Case, ICJ Judgment, 1986

Application of the Genocide Convention Case, ICJ Judgment, 2007

24. WTO cases involving Japan [Student presentations]

Japan Alcoholic Beverages Case, Appellate Body Report, 1996

Film Case, Panel Report, 1998

**VI. MOOT COURT**

25. In-class preparation for the Moot Court

26. Moot Court

27. Judgment and reasons, course evaluation

28. Final Exam

## **PLS 475-1:International News Coverage**

Provisional syllabus

**Instructor: Takashi Koyama**

**Office Telephone: 886-5809**

### **Course Goals**

The Course has Three Primary Goals

- 1) To improve students' ability to use English to gather information and express their views.
- 2) To be able to understand international news and regional issues as well as terms which frequently appear in international news.
- 3) Teach students on ways to analyze international news and to form their own opinion and policy.

### **Course Description**

- 1) Students will be introduced to international news. The emphasis will be on acquiring familiarity with key political, economic and international developments. They will study how information on international news is gathered and disseminated. How it affects public opinion, government and democracy itself. The students will study many problems facing the media such as objectivity, propaganda, ideas, myth and prejudice. They will understand how it can become one of the most destructive instruments of civilization if it is not managed properly. And also find out the limits to international news coverage in an ever more complicated world. We will also explore the historical background of the Iraq War, the War on Terrorism, Middle East Peace, the Six Party Talks on North Korea, Iran's nuclear ambitions, Pakistan and the rise of China.

### **Classroom Activities**

At the beginning of each class I will explain the important international news of the week. I will use articles from the New York Times, the Washington Post, The International Herald Tribune, Wall Street Journal, The Times, The Financial Times, The Guardian, NBC News, ABC News and other European, Arab and Asian News. Basic information will be provided during lectures. Students will be expected to engage frequently in discussions and debates and to make verbal and written presentations during class.

### **Prerequisites**

None.

### **Evaluation**

Two Response Papers 20%(10% for each): Students are required to submit two short papers, each no more than one, doubled spaced, A4 paper in length on subjects I will decide at a later date. There will be a final exam which will be worth 80% of the overall grade.

### **Course Materials**

Reading materials will be distributed in class.

### **Class Schedule and Reading Assignments**

1. Course Introduction. English as a Tool to the Outside World
2. How Newspapers Function
3. Reporting from Japan
4. Reporting From Washington
5. Reporting From the Middle East
6. Covering the Gulf War
7. Difference Between Japanese and Western Media
8. Japan's Unique Problem on International News Coverage
9. How U.S. is Misunderstood in Japanese Media and Why
10. How Japan is Misunderstood in the Western Media and Why
11. How News are Written
12. Writing an Article
13. Understanding Western Terms (1)
14. Understanding Western Terms (2)
15. Understanding Middle East Terms (1)
16. Understanding Middle East Terms (2)
17. The US Presidential Election
18. The War on Terrorism (1)
19. The War on Terrorism (2)
20. Middle East Peace (1)
21. Middle East Peace (2)
22. The Rise of Iran

23. North Korea and the Six Party Talks
24. Afghanistan and Pakistan
25. The Rise of China
26. Europe and Africa
27. Analyzing international news (1)
28. Analyzing international news (2)

## 国際教養大学シラバス

1) Course Title **KRN400: Korean Language Seminar: Discourse Practices**

2) Name of Instructor/Email address

Name of Instructor: **KANNO Hiroömi**

E-mail address: [hkanno@cba.att.ne.jp](mailto:hkanno@cba.att.ne.jp)

3) Class Hours **3 credits Monday&Tuesday: 9:00 – 10:15**

4) Course Description

**This is an upper elementary-intermediate conversation Korean language course. Instructor puts great emphasizes on the great differences between spoken and written styles of Korean which must be taken into consideration at the time of conversation. Conversation without grammar cannot be realized. Instructor will always make an effort to make a student review the basic grammatical knowledge of Korean and to explain correspondences of two styles of Korean.**

5) Course Objectives

**The objective of this course is to develop necessary communicative skills in practical everyday situations, such as personal, social and academic situations. Instructor will adopt topics for many situations on Korea for this aim. Especially for academic aim it is necessary to have linguistic knowledge about Korean reading of Chinese characters which instructor will explain.**

6) Course Materials

**Textbook: 「韓国語初級読本」, 神田外語大学韓国語学科編, 336 ページ, 2006.**

**Dictionary: Korean-Korean dictionary published in South Korea.**

7) Policies

**Instructor will have a conversation with students only in Korean always on the topics available in the textbook. Students are demanded always to do preparation for comprehension of the lessons in advance making use of a Korean-Korean dictionary besides a Korean-Japanese dictionary.**

8) Evaluation

**Instructor puts a high value on students' usual efforts to learn Korean. Students who cut the lecture are not evaluated.**

9) Course Schedule

**April – Reading essays with consideration of the basic grammatical knowledge.**

**May – Essays with various styles.**

**June – Academic essays with abundant Chinese loanwords.**

**July – Various essays on Korean culture.**